The STARTALK Principles for Curriculum Design and Implementation

Northeast Conference
March 26, 2010
Welcome
Presenters

• Jennifer Eddy, Assistant Professor of World Language Education; Secondary Education and Youth Services; Queens College, CUNY

• Betsy Hart, Associate Director, National Foreign Language Center at the University of Maryland and Program Director for STARTALK
Purposes of this Session

- Introduce STARTALK
- Share STARTALK-endorsed Principles for Effective Teaching
- Showcase the STARTALK Materials Collection
- Demonstrate How to Use the Collection
- Respond to comments about the Collection
STARTALK Data

• Summer opportunities for teachers and students
• Grants to high quality programs
• In Summer 2010, 134 programs
  – 53 student programs in Chinese
  – 45 teacher programs in Chinese
• Programs in 42 states and DC
STARTALK Outcomes: 2009

• Over 3,000 students and 700 teachers participated in 2009 programs
• Teachers participated in standards-based instruction, classroom observations, and micro-teaching
  – Teachers learned much from each other and developed networked communities to support each other during the academic year
• Student programs were intense and attracted students committed to learning Chinese
  – 78% reported that they would continue studying STARTALK languages
STARTALK-endorsed Principles for Effective Teaching

• Implementing standards-based and thematically organized curriculum
• Facilitating a student-centered classroom
• Using target language for instruction
• Integrating culture into language instruction
• Adopting and using authentic materials
• Conducting performance-based assessment
Teacher Development Materials Collection

1) Teacher Training Videos
2) Online Curriculum Guide
3) Multimedia Teacher Workshops
4) Collection of Curriculum Plans and Resources
Project Objectives

To Develop Teacher Training Materials to Support STARTALK-endorsed Effective Practices

1. Create materials to support STARTALK teachers
2. Script, stage, and film video clips of 2009 summer programs
3. Develop 10 stand-alone workshops and complementary materials
Teacher Training Videos

- real-life examples of teachers
- STARTALK-endorsed effective practices in Arabic, Chinese, Hindi, Persian, Swahili, Turkish and Urdu
- These videos can be used alone or incorporated into more extensive teacher education materials.
Online Curriculum Guide

- This guide is useful to methods faculty and teacher trainers in professional development
- To develop standards-based, thematically designed curriculum, assessment, and performance based instruction.
- Thematic Planning
- Assessment
- Instructional Strategies
Begin with the End in Mind

• The STARTALK Online Curriculum Guide is step by step, self paced tool for completing a STARTALK Student program template. This template shows what language learners are able to do, integrating language, culture, and content within a thematic context.

• This template is also a key performance piece for program and/or unit planning.

• STARTALK teachers prepared these as part of a total program.
Online Curriculum Guide
Can-Do Statements

• Develop a unit with Backward Design
• Design theme based performance assessment in the 3 communicative modes
• Determine instructional strategies for integrating language, culture, and content
Backward Design requires you to:

1. Identify desired results

2. Determine acceptable evidence of learning

3. Plan learning experiences & instruction

Backward Design

✓ Design the vision of the curriculum
✓ Determine how learners will provide evidence of their learning through key performances
✓ Develop instructional activities to move them toward performance goals
Consider what happens when we communicate:

- Interactions are non-scripted.
- Information has gaps.
- Materials are not filtered, arranged cleanly or adapted.
- People always must sift through anything they hear or see to get precisely what they need to solve a problem or create a product of any use.
Interpretive Mode Tasks
React to info, infer

Interpersonal Mode Tasks
Acquire new info, negotiate

Presentational Mode Tasks
Create a product, recreate text
Three Modes of Communication

Interpersonal

Presentational

Interpretive
Culturally authentic materials are made by and for the people of that culture

Consider using:

- Announcements
- Music
- Film and Theatre
- Signs
- Schedules
- Maps
- Cartoons
- Podcasts
- Game shows
- Youth-oriented TV shows
- Newspapers
- Catalogs
- Internet sites
- Blogs
- Recipes
- Magazines
- Poetry
- Conversations
- TV public service announcements
- Radio commercials, announcements, weather
Example
Thematic Performance Assessment

• Theme: Travel

• Where people choose to travel depends a lot on their interests and needs.
Interpretive Task
Travel

Using the different travel brochures and websites from various towns and cities in ___, categorize on your chart which towns or cities are the best places to visit for the following:
Music
Historic Sites
Easy transportation
Special Events
Places great for families
Shopping
Low cost or free places to go
Art or local crafts
Interpersonal Task
Travel

• Using the chart, tell your partner the towns or cities you would like or not like to visit, based on the information from the categories.
Presentational Task

• You are a travel agent specializing in travel to _____. Your clients are all different. Create an itinerary suited for each group, keeping in mind the possible interests and needs of the client.

• 1. A family of 5 with young children.
• 2. A person who is a history buff.
• 3. Three students with a limited budget.
• 4. Grandparents who love small towns, local crafts, and music.
What does it mean to “do” in the context of your unit theme?
“Can Do” Statements and Standards

- For the template, identify what students can do with the language, within the culture, aligning these with the Standards.

- These Can-Do statements are aligned with the key performances for your Unit Theme.

<table>
<thead>
<tr>
<th>Students Can</th>
<th>Standards Targeted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read a travel itinerary</td>
<td>1.2 Interpretive Communication</td>
</tr>
<tr>
<td>Express Likes and Dislikes</td>
<td>1.1 Interpersonal Communication</td>
</tr>
<tr>
<td>Compare and Contrast weekend activities</td>
<td>4.2 Comparisons</td>
</tr>
<tr>
<td>Design a brochure of places to go</td>
<td>1.3 Presentational Communication</td>
</tr>
<tr>
<td></td>
<td>2.2 Culture</td>
</tr>
</tbody>
</table>
Instructional Strategies
Materials and Resources

How will you ensure that the following best practices are integrated throughout your unit?

- Using the target language for instruction
- Facilitating student centered learning
- Ensuring meaningful interaction in the target language
- Integrating language, culture, and content
- Differentiating instruction based on student need
- Selecting culturally authentic materials and resources
Multimedia Teacher Workshops

- Twelve online teacher development workshops focusing on STARTALK endorsed principles of Standards Based Curriculum, Assessment, and Instruction
- Onsite professional development, teacher training or online delivery
STARTALK Multimedia Workshop - Assessment for Language Instructors: The Basics
Center for Applied Linguistics (CAL)

Module 1: Purposes for Assessment

Welcome, instructors!

Hi, my name is Sara. I'll be guiding you through Assessment for Language Instructors: The Basics. During this workshop, you'll complete five modules. The first module will introduce the concept of assessment. Each of the next four modules will introduce an important principle of assessment. Along the way, you'll meet many different language instructors who will show you how these principles work in the classroom. You'll complete an activity and a quiz at the end of each module to give you an idea of what you've learned.

Let's start by defining assessment. Then, we'll talk about why we should use assessment in our language classrooms. Click NEXT to continue.
STARTALK Multimedia Workshop - Student-Centered Language Classroom through Cooperative Learning

Consortium of Texas Chinese Language Institutes
STARTALK Multimedia Workshop - Staying In The Target Language
Concordia Language Villages

1: Staying in the Target Language
   - 1.0: Introduction (0:37)
   - 1.1: Using the Target Language (1:57)
   - 1.2: Navigating the Tutorial (0:47)
2: Talking with Dr. Carol Ann Dahlberg
3: Immersion Experiences
4: Making Language Understandable
5: Importance of Context
6: Language and Culture
7: Empowering Students

National Security Language Initiative (NSLI)

Notes
STARTALK Multimedia Workshop - Chinese Immersion:
Lesson-planning in the Content-based Classroom
Global Village Academy
The Haya! Project
National Capital Language Resource Center

About Haya!
Standards
Modules
  Standards Based Instruction
    Authentic Materials
    Arabic for Instruction
  Thematic Unit
  Teacher's Role
Resources

How to choose authentic materials, adapt them to student level, and integrate them into a standards-based curriculum.

Standards Addressed:
Connection & Culture

Discussion Questions:
1. How do the teachers in this video introduce the authentic material?
STARTALK Multimedia Workshop - NOVASTARTALK
Online
Northern Virginia Community College
Introduction

Welcome to Integrating Language, Culture and Content a STARTALK Multimedia Workshop produced by the Occidental College Site of the California Foreign Language Project. This workshop is designed to support teachers in all phases of their careers, leaders of professional development and university faculty responsible for teacher education. The workshop showcases the Standards for Foreign Language Learning in the 21st Century in action as Arabic language teachers integrate language, culture and content. This program is intended for use in a twelve-hour professional development program.
STARTALK Multimedia Workshop - The Journey to Become a Standards-Based World Language Teacher
Rutgers, The State University of New Jersey

The Journey to Become a Standards-Based World Language Teacher

STARTALK Star Talking!
Planning for Backward Design

FOR
TEACHER CANDIDATES & FACULTY

SEATTLE PUBLIC SCHOOLS
STARTALK

with
Dr. Jennifer Eddy
Leadership Development Program for World Language Educators
Stanford University School of Education California
Foreign Language Project (CFLP)
Online Learning

About this course

This online workshop is based on an on-site workshop about the use of the target language in the Chinese language classrooms. The content of the workshop will be focused on exploring the immersion strategies for the effective use of the target language. It is divided into 6 chapters for you to develop your understanding of the theories and the practice of the strategies. After this workshop, it is our wish that you will acknowledge the importance of the use of the target language and practice them frequently in your language classrooms.
Teaching Heritage Languages
University of California, Los Angeles
Curriculum Plans and Resources
Comments/Questions
Thank You!